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ABSTRACT

Chapters in this book address the problems faced in today's diverse neighborhoods, schools, and classrooms, as well as the opportunities diversity provides. The schools, teachers, administrators, families, and communities drawn on in these selections provide examples of the effective integration of what is known about achieving success for all students as they illustrate what can be and is being done. Many techniques, from explicit instruction to discovery-oriented approaches, are incorporated in the areas of reading, writing, and mathematics. An eclectic combination of teaching approaches is recommended to allow flexibility in meeting the needs of a wide range of students. The following chapters are included: (1) "Self-Renewal: One School's Approach to Meeting the Challenge of Student Diversity" (Steve Graham and Karen R. Harris); (2) "The Four Blocks: A Balanced Framework for Literacy in Primary Classrooms" (Patricia M. Cunningham and Dorothy P. Hall); (3) "Portrait of an Engaging Classroom: Principles of Concept-Oriented Reading Instruction for Diverse Students" (John T. Guthrie and Kathleen E. Cox); (4) "Every Child Can Write: Strategies for Composition and Self-Regulation in the Writing Process" (Karen R. Harris, Tanya Schmidt, and Steve Graham); (5) "Mathematics Instruction in Diverse Classrooms" (Marjorie Montague); and (6) "Strategies for Teaching English-Language Learners" (Russsell Gersten, Scott K. Baker, and Susan Unok Marks). Each chapter contains references. (Contains 10 figures and 8 tables.) (SLD)

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